News Briefs

Convo

Dr. David Preus, national vice-president of the American Lutheran Church will speak at Wartburg's convocation - worship service Wednesday Sept. 18 beginning at 10:30 a.m.

Tuesday evening he will meet with interested students in the Conference Room of the Student Union at 7 p.m.

During this session he will report on the decisions of the recent ALC Convention held in San Antonio, Texas. He will also present his views on the future of the church.

Following the worship service on Wednesday, Dr. Preus will be available to speak with students in the Conference Room.

Registration

Student registration for Winter Term classes will be held Monday, Nov. 16, through Friday, Dec. 11, according to Registrar Vernon Truesdale.

The first week of registration (Monday, Nov. 16 - Friday, Nov. 20) will be open only to juniors and seniors. Registration following this first week will then be open to all students.

No changes in initial registration will be permitted until the last week, said Truesdale, "in order to give everyone a chance to register before anyone can make further changes."

Registration schedules are available in the registrar's office.

Auditions

About forty student singers from all over the state are expected to participate in the Iowa Area Student Auditions for the National Association of Teachers of Singing, to be held at Wartburg Saturday.

The competition is sponsored by the North Central Region of NATS, and the Iowa Chapter and will offer cash prizes to the winners.

Five divisions are planned: Lower Division Women (not over 20 years of age-freshmen and sophomores), Lower Division Men, Upper Division Women (not over 22 years of age-juniors and seniors), Upper Division Men, and Advanced Division (not over 30 years of age).

In order to compete, the student must be studying with a member of NATS. All will compete with students of comparable age and advancement.

Construction debris has been cleared away from the Art Building. Interior work is still going on, but the structure will be ready for use by the Winter Term.

Art building nears finish

No dedication date has been set for the new art building although the projected completion date was Nov. 1.

President Bachman recently reported to the Board of Regents that the building was near completion, but he gave no specific reason behind the delay.

Al Disrud of the Development Office speculated that the contractors have not been hurried to finish because of the disruptiveness of moving into the building during the term, anyway.

He added that emigration from the Fine Arts Building to the new facility should take place during Christmas vacation, to be ready for the start of Winter Term classes.

The building was financed largely by gifts from the Castle Club, a fund raising organization.

The Wartburg Trumpet

Vol. 64 Wartburg College, Waverly, Iowa, Nov. 13, 1970 Number 10

Sophomore class funds three campus projects

The sophomore class has appropriated $1450 of its class funds for three campus projects.

The bulk of the money, $1000, will be used for revitalizing the Den.

This project, which is a continuation of the student body project of 1965-66 will not only involve carrying out the original decorating scheme in furniture and wall hangings, but also other needed improvements, said sophomore class president Bruce Loeschen.

Appropriated at the same meeting were $300 for a sculpture to be created by Charles Frelund of the Art Department and $150 for campus landscaping. The sculpture will be placed in front of the new art building.

The money for these last two projects will be set aside immediately by the class, and the $1000 for Den improvements will be made available for designated purchases throughout the school year.

The sophomore class, which is headed by a Representative Council composed of class officers and representatives, is well unified in its money-making and spending activities, according to Loeschen.

Money - making projects carried out by the class include three leaf-raking sessions, a turnabout dance and the selling of class activity cards. The projects have yielded almost $400 profit.

According to a recent class ballot, the majority of sophomores approve the direction in which their class is moving.

Possible money-making activities include a Battle of the Bands, an adult artist series and a champion wrestling meet.

Frosh cheerleaders

Six freshman have been chosen to assist the varsity cheerleaders. They are Rita Lorenzen, Carol Rosenberger, Fran Synhorst, Linda Reuschel, Linda Heap and Pat Kroeger.

Band will feature flutist

Wartburg's 53-piece Concert Band will perform its Fall Concert Thursday, Nov. 19, at 8 p.m. in Neumann Chapel-auditorium.

For the "Suite in A minor" by Telemann the band will feature a flute solo by Becky Strottmann, a junior music major from Sumner.

Program for the Fall Concert includes nine numbers including a variety of compositions.

First will be a medley of Mancini tunes by Reed, including the "Theme from Hatari" and "Moonriver." "Atropos" by Weiner and "Antietam" by Whear are modern contemporary pieces included.

In the program is the four part novelty number, "A Short Ballet for Awkward Dancers" by Hazelman and the pompous "Procession of Nobles" by Rimsky-Korsakov.

"Scenes" from "The Louvre" by Dello Joio includes the dignified "Through the Portals," the lively "Children's Gallery," "Kings of France," and the peaceful "Nativity."

The Telemann suite featuring Miss Strottmann is a woodwind piece done in two movements.

Concluding the concert are "Colas Breugnon Overture" by Kabalevsky and a speeded up yet dignified arrangement of "A Mighty Fortress Is Our God" by Bach-Lillya.

The 53-piece band has worked all fall on this concert. Conductor W. E. Crist, of the Music Department commented, "Everyone is invited to attend, and we think you'll enjoy it."

Crist is conductor in residence for the year, filling in for Dr. Robert E. Lee, currently on leave of absence at the University of Minnesota.

Miss Strottman

Drug program scheduled

"We have no drug problem in Iowa. We do have some people problems which are acted out in drug abuse."

This is a statement recently made to senior Jim Melvin by Dennis Daniels of the College of Osteopathic Medicine and Surgery in Des Moines.

Daniels will head up a program on drug abuse to be given on the Wartburg campus Wednesday, Nov. 18.

Daniels is working with Operation Up-Grade, which operates under a Model Cities Grant. Daniels defined the purpose of the program as follows: "To train people 'off the streets' to gain some expertise in the field of drug abuse because they are more familiar with the problem."

Daniels and a group of his students, addicts and ex-addicts, will be available for a series of drug - related programs throughout the afternoon and evening.

This is not an anti-drug group. It will be a chance for students to get a realistic look at drug abuse and its sociological implications through the eyes of experienced persons.

Members have received much criticism from the colleges where they have offered their program because of their honest approach to the problem.

Further details will be announced later. Professors or groups interested in using the services of the group may contact Melvin.

'Failure' is product of education

(Ed. note: Senior English major Lois Schrage is Wartburg's representative to Region IV of Alpha Chi, a national collegiate scholarship society. She presented a paper entitled "A Reply To Mr. Agnew" at the group's meeting last weekend at Sioux Falls College, Sioux Falls, S.D. Her remarks are a reaction to an article Mr. Agnew had written in Picture Magazine, Sept., 1970.

(We appreciate Miss Schrage's permission to publish excerpts from her speech. Of the effect of the speech, she remarked: "It was not well received.")

I am sure Mr. Agnew offers the idea of the Ivory Tower primarily because it would be politically much more comfortable for him and the President. But, let's assume that he actually thinks a quiet citadel merits consideration as the optimum environment for learning.

I hesitate to employ the "he's thirty or forty years behind the times" argument, but that is, in fact, the case. If he wants to return to the putative "good old days," he must isolate college students from the rest of the world and effect a regression in secondary education. It is not only college students who have become less than docile, and isolating only them will not solve his dilemma. He still must deal with high school students, who would not attend pastoral universities or would disrupt the serenity when they arrived. Also, professors are not the dopes Mr. Agnew assumes. Many of the "irrelevant electives" to which he refers were initiated by professors and are generally approved by faculties--people, by the way, who are closer to the educational process than Mr. Agnew is.

Mr. Agnew would like to see the "classical education that has been the bedrock of our civization restored." First, many people are not as enchanted with our civilization as he appears to be and they are seeking an alternative. And if classical education has been the basis for our civilization, I would contend that someone has misconstrued the classics. After studying American intellectual history, I have concluded that the Protestant work ethic and the Gospel of success have been the basis of American civilization and society and that the educational system has been built upon this foundation.

Mr. Agnew indicates that he also is more concerned with Protestant or Christian ethics and values than with classical values: "And let's cease the endless pyramiding of irrelevant electives that give the student solely 'what he wants' and thus ill-equip him for the demanding and competitive adult world he is about to enter." If we took the classics seriously we would seek a Socratic teacher-student relationship and a genuine dialogue, not a lecture transmitted from one active subject to 150 passive objects. But the Socratic relationship is equally as indefensible as a continuance of the 1930-1940 structure of higher education. The increased population and the increased body of knowledge make it impossible.

Mr. Agnew asserts that "the real and time-honored purpose of education is to build upon the knowledge of mankind accumulated through the centuries and to pass this on to their students." Mr. Agnew's argument has here a germ of plausibility until he qualifies it by saying that in the process of acquiring this body of knowledge a student must also acquire "certain traits of character," which he implies cannot be acquired by reading Ginsberg.

I, too, prefer William Shakespeare to Allen Ginsberg, but that isn't to say that students of contemporary American literature shouldn't read Ginsberg. How one "teaches" character is a puzzle to me, and if the colleges forty years ago taught qualities of character, I'd like to know which ones they taught. Certainly many of the present ruling generation possess traits of character which I don't care to adopt for myself.

Mr. Agnew concludes that, in order to cope with the future, students must have a breadth of vision--a breadth of vision which he indicates does not include knowledge of racial conflict, urban problems, alienation of youth, equality of women or air pollution.

I'm overjoyed that Mr. Agnew is aware that racial conflict, alienation of youth and pollution exist. But I disagree when he maintains that the academic community's contribution to solutions to these problems should come from the research laboratory, the classroom, and the library rather than the street.

First, I don't see how solutions to the pollution problem can come from the research laboratory, the classroom and the library if "irrelevant electives," such as studies in urban problems and pollution, are forbidden. Second, these problems do not exist in the laboratories, the classrooms and the library; they exist in the streets--that's where the alienated youth, the crowded and dirty slum areas and the polluting automobiles are. Mr. Agnew hasn't been solving the Vietnam problem in the research laboratory, the classroom and the library.

Perhaps I should qualify that; he may develop the means of chemical warfare there, but he uses them in Vietnam. And to me the moral character of such an education is heinous. The same can be said for the polluting SST and the phosphate detergents. Students are contending that these very problems were developed in the laboratories and to solve them you have to go into the streets where their victims are.

I agree with Mr. Agnew that "Many years from now there will be problems we cannot even imagine." I would only add: if the world survives that long.

There are more general characteristics of American education which Mr. Agnew failed to consider when he wrote this article.

For some, American education has become a religion and they have placed their faith in the goodness of data and the holiness of transcripts. But like most institutions based on faith, education must insure its own perpetuation. As the church promises salvation with the reminder that baptism and communion help, thus perpetuating itself, so the gospel of American education seems to read, "strait is the gate, and narrow is the way, which leadeth unto" success--both materially and socially. (Matt. 7:14)

But some students are beginning to ask: "What does the college offer me that I can't acquire myself without the college?" The answer: a legitimate degree, which becomes a ticket to a job and prestige. Many students, however, find it easier to accept the system, rather than to go the independent way, just as many people find it easier to go to church every Sunday rather than to establish their own worth by living Christian lives.

The American education system, which prides itself on the equality of opportunity it requires all American youth to take advantage of, is sadly in need of revision in order to offer equal opportunity. In the September 19 issue of "Saturday Review", Peter Schrag said: "Failure is structured into the American system of public education."

Finally, one can not overlook the consciousness of many of today's college students. Using the terms Charles Reich employs in his new book, "The Greening of America", I think it is difficult to deny that many students have reached the C-3, or consciousness 3, level. That is, they are beyond the consciousness 1 level of the rugged individual-type American and the consciousness 2 level of the American who believes in social solidarity, that is, mindless conformity, no matter what the ethical or intellectual cost.

A man in the third stage of consciousness believes it necessary that everyone live together peacefully in order to insure survival of the human race and of the earth. You can't tell this type of student that he should study diligently, get good grades and become a latter-day Babbitt.

What alternatives to the present American educational process are available? One could begin by not patting students on the head for 3.5 grade points; throw out the competitive grading system. Don't reward people because they have degrees. Make it financially possible for everyone to receive a certain amount of education, acquired in any manner he wishes. Because no one is judged by his degree or his grade-point, doesn't mean no one will be qualified to hold jobs in our society. Leaders will still emerge, as will scientists, teachers, craftsmen, and laborers.

Perhaps these changes or similar ones like those suggested by Harold Taylor and Ivan Illich will help to produce those changes so desperately needed in the American people and the American government.

Letter

Since it is not the purpose of my column to attack other columns, I am rebutting John Walter's column in last week's Trumpet in the form of a Letter to the Editor.

Walter's remarks, which purport to be an explanation of my "Cultural Sewer" column (Oct. 30), consist of a series of distortions, evasions and non-sequiturs. If you haven't read John's column, do. It provides an excellent example of the attitudes I criticized in mine.

Mr. Walter declares that today's cultural question is: Will men live? Persons who ask such a question have a negative sense of life. To ask it reflects a conviction that there is at least a fairly good chance men won't live.

Persons with such an attitude go through life doubting the efficacy of their attempts to remain alive. They spend each day mired in terror borne of chronic fear, futility and guilt.

Paralyzed by the notion that whatever they do probably won't matter anyway, their belief in inevitable destruction becomes self-fulfilling prophecy. They then scream: We told you so!

Contrast attitudes such as Walter's to the sense of life of those who ask: How ought man to live? Implicit in their question is the assurance that man will live. To hold to the contrary, they know, would nullify the value of any human action and in effect would say "What's the use?"

Walter calls the people he defends "top flight creators." By what standard? Isn't destroyers a better term for those whose works cause one to feel "depressed, hopeless and guilty" as Mr. Walter admits he feels after he experiences them? Reserve the title of "creator" for those who build; let the others stop pretending to it.

Walter assumes that I am asking the cultural and intellectual spokesmen of the world to start over. I am not. Why ask them? They keep telling us there are no answers. They certainly have none. Their account is overdrawn. Now, isn't it about time to toss them aside and begin again without them?

Steve Richardson

Editorial Forum

LITTLE MAN ON CAMPUS

"LORD KNOWS HOW OUR HUMANITIES DEPARTMENT IS TRYING TO RELATE TO THEM."

By STEVE NOAH

SURF'S UP

As the country digs out from the tons of muck slung in the recent political campaign, analysts try to explain the ramifications of the voting trends.

Two politicians, President Richard (the Alone Ranger) Nixon, and his side-kick Spiro the Greek, apparently disregarded the election returns and claimed complete victory. Although the credibility of American executives has long been questioned, it would seem that Mr. Nixon has gone overboard.

If the President is indeed a world trendsetter I can envision some truly unbelievable newspaper headlines. I have here a few modest examples:

ITALIAN ARMY WINS MAJOR BATTLE
IOWA LEGISLATURE EXPLORES STATE PROBLEMS
REPRESENTATIVE GRASSLEY LAUDS ACADEMIC FREEDOM
ATTORNEY GENERAL TURNER PROTECTS STUDENT RIGHTS
DEAN ADEN SUPPORTS WOMEN'S LIB

This list could go on indefinitely. All I can say or do is to wish our President the same type of victory in 1972.

With students constantly talking of revolution and rebellion, the establishment braces itself against change, of any sort, sometimes misconstruing the cries of rebellion. Rebellion and revolution are in effect part of growing up, and should be recognized as normal behavior.

Kahlil Gibran wrote, "Life without rebellion is like the seasons without spring. And rebellion without right is like spring in an arid and barren desert. Life, Rebellion, and Right are three entities in one self. And in them is neither change nor separation."

Long live the revolution!

PEACE

Campus Calendar

Friday, Nov. 13

At 7 p.m. Social Activities will present a movie in Neumann Chapel-auditorium.

Saturday, Nov. 14

National Association of Teachers of Singing will be in session all day in Voecks Auditorium and the Fine Arts Building.

At 11 a.m. the cross-country national meet will begin at Wheaton, Ill.

Sunday, Nov. 15

Saturday's band festival will continue, ending with a concert in Neumann Chapel-auditorium at 7:30 p.m.

Tuesday, Nov. 17

American Chemical Society will meet at 7 p.m. in Becker Hall of Science.

Student Education Association meeting will begin at 7:30 p.m. in Voecks Auditorium.

Wednesday, Nov. 18

Dr. David Preus, vice president of the American Lutheran Church, will speak at a 10:30 a.m. convo in Neumann Chapel-auditorium.

WRA will meet at 6:30 p.m. in Knights Gym.

Thursday, Nov. 19

First concert by the Wartburg band this year will begin at 8 p.m. in Neumann Chapel-auditorium.

Wartburg Women meet at 7 p.m. in the Castle Room.

Committee considers satellite community

Some liberal arts students will be able to fulfill their general education requirements by participation in a satellite college if a new proposal passes an Educational Policies sub-committee.

Last week Dean of Faculty Ronald Matthias convened the group to study the proposal.

The satellite community college might be established in Waverly and Afton Manors, with liberal arts students living and studying as a group for one and a half to two years.

Grading could take the form of pass-no credit, to be determined on the basis of written work and the student's contribution to the intellectual community.

The first program of this type was inititated in the 1920's by Alexander Meiklejohn at the University of Wisconsin.

The Wartburg committee, composed of Ronald Alexander of the Philosophy Department, geography professor Gerald Tebben, head librarian Mahlon Peterson and senior Jim Melvin, will consider variation of this program.

Schools which have begun such programs included Monteith, San Jose State, Old Westbury and the University of California at Berkeley.

Review:

Injustice causes struggle

By Tom Malueg

Why is it so hard for man to be happy? There are, of course, exigencies affecting man over which he has little power; the strength of nature and the frailty of his body necessitate limits to what he can effect.

However, there are aspects of human existence over which man does exert control, such as his relationship to family, state and society. And when these extensions of his being create suffering, we realize the monstrous injustice of that suffering because it would not have to be so.

This injustice is the dominant theme of "A Play by Aleksandr Solzhenitsyn," currently being presented at the Tyrone Guthrie Theater in Minneapolis.

The play is a significant statement of undiminishing relevance in its appeal to our tragically vaporous sense of humanity.

The action of the play developed behind the hard iron barbs of institutionalized malevolence--the political re-education camps. The atmosphere of the play never broke with the overburdening sense of oppression.

In many scenes the prisoners moved among their own dying members without notice; the audience was struck by the inhumanity. However, even in the most dehumanized of circumstances, the pitiful and beautiful aspects of human character coexisted.

Those prisoners who had slight advantage over the others jealously and cruelly defended their meager advantage. Only those who had nothing were free.

Superficially the plot was not complex. The communication of the play, however, was accomplished through a subtle interaction of action and dialogue.

One could not say that there was either a main action or a main character. However, the two characters on which the play rested could be seen as the crux or center of the conflict of humanism and impersonal "ideas," or any value or essence of man placed before man in importance.

One of these central characters was Rodion Nemov, a young army officer recently demoted and imprisoned for anti-soviet activities. At first he was in charge of labor in the prison camp and was directed to increase production.

As an idealist, he tried to raise morale, hoping in that way to increase production. However, he was expected to be corrupt and to take advantage of the prisoners; by not doing so, he alienated his superiors, which necessitated his downfall.

But at the bottom, Nemov found peace and love; there was no longer an unnatural separation between him and his fellow prisoners because of his position.

After he had been stripped of his position and in reply to the question of what was the most precious thing in life, he replied:

"What is the most precious thing in life? To not commit injustice--injustice has always been in the past and will be in the future, but we must not let it come into being through us."

Young Nemov unfortunately did not conquer his fate and died. However, the intense beauty of his life and ideals transcended his death.

The depth of the play came from its universality. The prison camp can be viewed as a metonymy for all of existence. The existential position of man in society is much like that of a man in a prison camp: forced to answer the capricious and impersonal forces that surround him.

Thus, the meaning of the play expands and embraces us all in our struggle with injustice and institutionalized, collectivized madness.

Aleksandr Solzhenitsyn wrote this play from personal experience. He served eight years in prison for his "anti-soviet" activities. Recently he has been awarded the world's highest literary honor for the "ethical force" of his work.

We might do well to share his concern.

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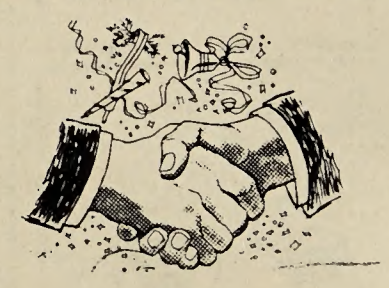

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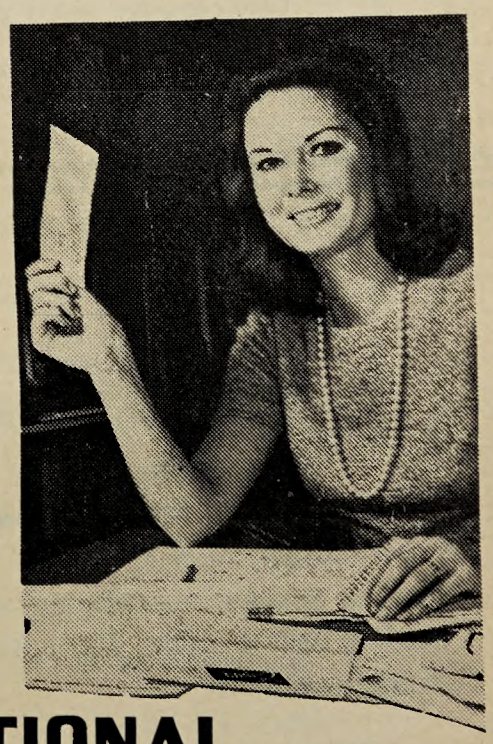

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Senate requests governance study

Student Senate has proposed that the college "take time off" to study campus governance.

At Wednesday night's Senate meeting, Elections Commissioner Tom Guy asked that election of members to a proposed governance committee be postponed.

Guy said that he thinks the committee should be open to all interested students and faculty.

Junior Hank Wellnitz, senator from North Hall, suggested that a day or part of a day be set aside for all persons on the campus to discuss the issue.

The senate unanimously passed Wellnitz's motion to ask the college "to take time off."

The proposed committee was created under a Board of Regents resolution.

Its members will include four students and four faculty members, as well as certain advisory persons, according to Student Body Pres. Gerald Pipho.

Convocation speaker Theobald asks for 'compassionnate society'

By GORDY SOENKSEN

"By standing on this platform I make the assumption that there are things I have to tell you that you don't already know," began Dr. Robert Theobald in convocation on Wednesday, Nov. 11.

His topic, "A Compassionate Society," challenged his audience. "Open your eyes, look around you, imagine where we're going, discover why we're going to destroy ourselves."

Theobald continued, "Mankind has always wanted to ruin the world. For a long time he didn't have this power. It was all right when man wasn't too powerful, but now it's too late.

"In order to govern ourselves, we must be adult enough to take the responsibility of running our own lives," he added.

Concentrating on the college, Theobald commented, "The change will happen only if you want it to. If you proceed to drink, party, get stoned or whatever your copout is, the college will only get worse because you don't want the change.

"Do you really want to do away with grades, or are they a lovely prop to prove how much you learned? How many are really willing to say, I want the responsibility of planning my own education"?

Continuing, Theobald spoke of the compassionate revolution. "This compassionate revolution is all about a society in which we develop situations where people can live humanly, where people are not coerced into doing what they don't want to do."

Theobald then compared our modern society with a series of Skinner boxes (devices used for the psychological conditioning of laboratory animals).

"It is essentially universal that everyone wants to get a good job. To do this, you must get good grades."

"For the grades you must get good results on multiple choice exams which require little more than feedback--it is essential that you do not think.

"If you think you merely confuse the data and you will not be able to answer the question in the way the professor wants you to answer." Theobald concluded, "If you start thinking you discover that you get confused; the structure doesn't stand up anymore."

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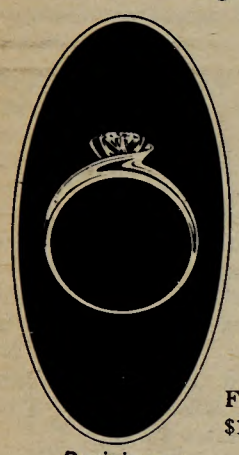

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